

# AVIATION SAFETY COUNSELOR MANUAL



Counselor  
of the  
Year Award

FEDERAL AVIATION ADMINISTRATION  
AVIATION  
SAFETY  
PROGRAM

June 17, 1996



## FOREWORD

June 17, 1996

In a recent letter to the first Aviation Safety Counselor of the Year, Administrator David R. Hinson noted that without you, our Aviation Safety Counselors, the Federal Aviation Administration's (FAA) only safety outreach and education program would be unable to touch the hundreds of thousands of airmen we do each year. That is an awesome safety responsibility, but one which, fortunately for us, you, as public service volunteers, accept eagerly and readily. You are truly, in Administrator Hinson's words, "the backbone and the energy" of the Aviation Safety Program. None of us with safety responsibilities could do our jobs so well without you.

A prime example of your dedication to the counselor program is this manual. Designed and produced by a committee of active Aviation Safety Counselors, it is a departure from the typical government publication.

First, it is not an "FAA Order" which compels counselors to do their work in a single, prescribed, orthodox manner. It is a manual of suggestions, recommendations, and guidelines—all of them tried and true from active counselors.

Second, the government "tech writers" stayed out of it. This manual is written solely by counselors and reflects real experience and efforts by counselors in the program.

Third, it is a dynamic publication to which any counselor can feel free to add. (Remember, these are only suggestions.) We only ask that you share your ideas with the national Aviation Safety Program Branch so all your counselor peers can benefit.

Finally, it is an open-ended description of your "job." The guidelines herein are merely outlines which you can fill in with your own, unique talents. In this way, we have opened the counselor program up for your innumerable innovations, and that prospect is truly exciting.

We in the FAA look forward to continuing to work with you, our Aviation Safety Counselors, for years to come.

With the publication of this manual, FAA Order 8740.3A, General Aviation Accident Prevention Counselor's Manual, dated July 26, 1983, is canceled.

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**This is a Federal Aviation Administration, Flight Standards Service official publication.**  
**Washington, D.C.**

June 17, 1996



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## CHAPTER 1

### INTRODUCTION

The mission of the Aviation Safety Counselor program is to support the Federal Aviation Administration's Aviation Safety Program in promoting and fostering aviation safety. This program encompasses all elements of the aviation community.

The Federal Aviation Act of 1958 stipulates the mission of the Federal Aviation Administration (FAA). It says, in part, "The Administrator shall regulate air commerce in such a manner as to best promote its development and safety," (Section 103(a)). Our Aviation Safety Program (ASP) is supported by the Office of the Administrator and the strength of the entire FAA. The program encourages total involvement of the aviation community.

Representatives of all segments of the aviation industry are encouraged to participate with the FAA in the conduct of workshops and seminars designed to broaden and refresh technical knowledge. There are Safety Program Managers (SPM's) assigned to each Flight Standards District Office to organize ASP activities. There are over 3,000 volunteers serving as Aviation Safety Counselors (ASC's), sharing their technical expertise and professional knowledge with the aviation community.

This document describes the safety program and provides guidance to volunteer counselors in the performance of their duties and responsibilities in support of the program.

The FAA established the ASP on the premise that accident rates could be reduced by encouraging members of the aviation community to improve their attitudes toward safety by refreshing their aeronautical knowledge and by improving their aeronautical skills.

The ASP began as the brain child of James (Pete) Campbell, former Flight Standards Division Manager and the program's first national coordinator. He reasoned that, if the Flight Instructor Refresher Clinic Program could reduce the accident rate for flight instructors by 40% in four years and 87% in eight years, a similar outreach to general aviation pilots might have a similar effect. He envisioned a more positive approach to safety as it blended with regulatory compliance.

As a result of his enthusiasm, a two-year test program was implemented in 1968, involving only two regions, Central and Southwest. Two regional coordinators and one inspector from each General Aviation District Office were assigned full-time duty for the duration of the test.

They began with nothing but their experience in aviation and a willingness to reach out to the aviation community. There was no audio visual equipment, no system of meeting announcement production or distribution, and no detailed guidance. Despite limited resources, the public welcomed the effort with great enthusiasm.

The concept was a hit for both the public and the FAA. The ASP was officially incorporated as a Flight Standards function and entitled Project 85 in November 1970, in honor of the first 85 inspectors assigned to that duty, nationwide.

Although the position title and headquarters parent organization has changed several times since 1970, our mission has remained the same: to enhance aviation safety through public education.

#### THE AVIATION SAFETY COUNSELOR

ASC's are private individuals dedicated to the promotion of aviation safety. They voluntarily serve



as assistants to the FAA SPM in performing accident prevention functions in their community. ASC's act as advisors to the aviation community in support of aviation safety, but without designated regulatory authority. Counselors are selected for their interest in aviation safety, their professional knowledge, and their personal reputation in the aviation community.

ASC's assist the FAA in the promotion of aviation safety by activities including:

- Providing information and guidance on local flying conditions to transient pilots.
- Counseling individuals who may have exhibited potentially unsafe acts.
- Assisting pilots, aircraft owners, and mechanics on matters pertaining to proper maintenance of aircraft and avionics equipment.
- Counseling individuals following incidents requiring flight assistance from Air Traffic Control (ATC) personnel.
- Assisting FAA in transmitting safety information to pilots, aircraft owners, maintenance facilities, and mechanics.
- Conducting proficiency flights (when appropriately rated).

- Providing FAA information and assistance in establishing local airport safety committees.

- Notifying the appropriate authorities of the need for corrective action when hazardous conditions affecting safe flight or ground operations are observed.

- Organizing and participating in safety meetings, workshops, and seminars.

## HOW TO CONTACT A COUNSELOR

Usually the airport manager, fixed base operators, flying clubs, or other local organizations having maintenance or flight operations will have a list of ASC's and their phone numbers. All Flight Standards District Offices (FSDO) have a list of the counselors serving the district.

## SUMMARY

ASC's are voluntary supporters of the ASP, serving their community by providing advice and counsel. They organize and participate in safety programs, initiate action to correct conditions that may be hazardous to persons or aircraft in flight or on the ground, and counsel transient pilots.

Representatives from all segments of the aviation industry are encouraged to participate in the program.



## CHAPTER 2

### QUALIFICATIONS AND APPOINTMENTS

The SPM will determine the need for ASC's in the local ASP and will evaluate the qualifications of volunteer counselors to determine what contributions they can make to the program. Counselors are selected on the basis of their aviation knowledge, high interest in aviation safety, and knowledge of the local aviation community. ASC's are selected for appointment by the SPM with the concurrence of the manager of the FSDO.

Interested individuals can apply either directly to the SPM or be recommended by other active ASC's. It is highly desirable that new counselors be recommended to the SPM by present counselors.

The SPM will consider the applicant's area of expertise and specialized knowledge to determine the extent of a counselor's duties. In addition,

the SPM will determine that the applicant:

- Has a high degree of interest and concern in aviation safety.
- Has a good aviation safety/violation record.
- If the counselor is a pilot, that he/she is a Certified Flight Instructor (CFI) or a pilot with broad, current aviation experience.
- If a counselor is an aviation maintenance technician that he/she has a broad and current experience level

Counselors are appointed by the FAA for period of one year. Appointments are renewed on an annual basis. When conducting their duties, ASC's will be under the guidance of the SPM.



## CHAPTER 3

### COUNSELOR TRAINING - GENERAL OVERVIEW

#### Direction and Guidance

As a new counselor, you can expect to participate in an orientation and periodic recurrent training. More experienced counselors may be asked to assist with the ongoing training programs

ASC's act under the direction and guidance of the local SPM, and before initiating any activities must coordinate their plans with the SPM.

As deemed appropriate, SPM's will assist in conducting counselor activities by encouraging their use of available audio-visual materials, and providing publicity in support of the program. Counselors should request assistance, supplies, educational pamphlets, equipment, and mailing service for publicity flyers through the appropriate district office.

ASC's will conduct their activities in a manner which will reflect favorably upon the Federal Aviation Administration and the aviation industry. Counselors should make their services available to any person having an apparent need for assistance or guidance in matters of aviation safety.

#### Organizational Structure of the Aviation Safety Program

The ASP is strongly supported by the FAA's Office of the Administrator and all other levels of management. The program is administered within the Flight Standards Service and operates at three levels. At the national level, the program is managed by the ASP Branch located at FAA headquarters in Washington, D.C. This office provides guidance on agency policy, facilitates the development and distribution of program materials to

the field, and sets certain national operational standards concerning budget, printing, and the equitable distribution of resources to all regions. A Regional Safety Program Manager (RSPM) is located in each of FAA's nine regional offices. The RSPM serves as the liaison between their field offices and the headquarters office. They provide direct guidance to their SPM's and bring local concerns to the attention of headquarters.

SPM's are located in each of FAA's Flight Standards District Offices throughout the United States. They are responsible for serving the aviation safety needs of their local aviation communities. Their activities include:

- Conducting aviation safety seminars
- Promoting the Pilot Proficiency Award (WINGS) Program
- Promoting the Pilot and Aircraft Courtesy Evaluation (PACE) Program
- Promoting the Aviation Maintenance Technician Awards Program
- Promoting the Charles Taylor Awards Program
- Promoting the Aviation Safety Counselor of the Year Awards Program
- Managing the ASC Program

#### Responsibilities of the Counselor

ASC's are responsible for assisting the FAA's ASP in promoting aviation safety. ASC's serve as volunteers who work directly with or under the guidance of the local SPM in carrying out the various program activities. ASC's also serve as safety advisors for the aviation community. They provide advice to individuals concerning safety issues, direct individuals to appropriate FAA personnel for additional help, and if qualified to do so, may



counsel pilots or aviation maintenance technicians in need of assistance with specific aviation safety concerns.

### **Limitations**

The FAA recognizes the valuable contributions ASC's make to the ASP and their vital role in promoting aviation safety. It is important for ASC's to appreciate that there are legal restrictions which must be adhered to while acting as a volunteer for the ASP. Remember to consult with your SPM if you have any questions regarding these restrictions. Restrictions include:

- SPM's may authorize transportation for ASC's in government vehicles for ASP-related business, but only authorized federal employees can operate owned/leased U.S. Government vehicles.
- The FAA cannot compensate or reimburse ASC's for expenses incurred as a result of their program related activities.
- ASC's cannot fiscally obligate the U.S. Government for any purpose.
- ASC's may make requests to their SPM for the use of U.S. Government franked mailers, postal penalty privileges, mailing lists, and Government printing in support of ASP related activities. Prior approval must be given by the SPM to use these services. The SPM has sole authority to provide the services.
- ASC's are not authorized to act as official representatives of the FAA under any circumstances. Any matters requiring legal interpretation of the Federal Aviation Regulations, clarification of FAA policies, possible enforcement actions, or any other questionable circumstances should be directly referred to the SPM.

### **Counselor Activities**

ASC's' general activities include counseling individuals, identifying safety hazards, planning and conducting safety meetings and seminars, supporting aviation award programs, and helping to publicize the safety program. These activities are outlined below and are described in more detail in the following chapters.

#### ***Counseling***

ASC's have the opportunity to be a positive influence in the aviation community. Interaction may be formal or informal and may involve individuals or groups of people with aviation related concerns.

Counselors may be asked to provide a positive example or constructive advice to an individual who, through lack of understanding, has deviated from the Federal Aviation Regulations, has required in-flight assistance, or has operated in an unsafe manner. In some cases, retraining may be required.

Counseling a pilot may include giving a courtesy flight evaluation. These evaluations may only be given by counselors who hold current flight instructor certificates.

#### ***Identifying Safety Hazards***

Safety hazards exist in many forms, often through neglect, ignorance, or indifference. They range from the obvious, such as power lines or damaged windsocks, to the more insidious such as incorrectly charted aeronautical information.

ASC's are encouraged to be alert for anything which, if changed, might make aviation safer. Use the Safety Improvement Report, (FAA Form 8740-5), and the Malfunction or Defect Report, (FAA Form 8010-4), to report these identified





problems. This will help to ensure that solutions are found. Counselors distribute these forms to airports and other appropriate locations.

### ***Safety Meetings and Seminars***

Safety programs, meetings, and seminars should be carefully planned and properly presented. Counselors are encouraged to schedule, organize, and conduct meetings, seminars, clinics, or panel discussions. Keep your SPM informed of your activities and he/she will be happy to help you plan a successful program. Your SPM will be able to give you good advice as well as audiovisuals and pamphlets you may wish to use in conducting your program.

Other members of the aviation community are often enthusiastic about supporting your efforts. State government aviation departments and aviation industry organizations are also excellent sources of material and expertise.

### ***Aviation Award Support***

Nothing is more effective as a positive motivation than awarding effort or accomplishment. Each year outstanding certificated aviation professionals, pilots, maintenance technicians, etc., are chosen for local, regional, and national awards. As an ASC you will be in an excellent position to recognize exemplary performance. Submit your recommendations and nominations for recipients of such awards to the SPM.

(1) The following is a list of awards which are supportive of the FAA ASP:

(a) Pilot Proficiency Award (WINGS) Program (AC 61-91) (FAR 61.56 (C) (3) (f))

(b) Aviation Maintenance Technician Awards Program (AC 65-25) (Notice 1200.12)

(c) Charles Taylor Master Mechanic Award (FAA Order 8000.76) (AC 65-26)

(d) Certificated Flight Instructor and Aviation Maintenance Technician of the Year Awards

(e) Aviation Safety Counselor of the Year Awards Program

(2) Other programs include:

(a) Pilot and Aircraft Courtesy Evaluation Program (FAA Order 8700.2)

(b) Remedial Training (FAA Order 2150.3A, Bulletin 90-8) (FAA Order 8740.1C) (FAA Notice 8080.90)

(c) Major public education efforts such as airspace reclassification, LORAN/GPS navigation, and METAR/TAF weather format.

### ***Publicity***

Meeting announcement flyers are the primary source of publicity for ASP activities but there are also other resources. Most print and broadcast media have staff aviation writers. Most aviation oriented organizations publish regularly and will be happy to include your well written message.

Get to know these people. Provide them with meeting announcements, results, and photographs of speakers receiving recognition. Invite interested writers to attend your events. You may be asked to assist in writing aviation articles or to participate in a broadcast program.

For public safety seminars which you sponsor, your SPM will provide announcement flyer production and distribution services. To insure the timely distribution of announcements, begin your flyer design to meet time requirements as set by the SPM.



## CHAPTER 4

### GENERAL ACTIVITY

On a daily basis, ASC's interact with the aviation community and the general public. Activities include, but are not limited to, counseling individuals regarding aviation safety matters, responding to questions and directing people to the appropriate source.

The following paragraphs address a variety of situations that may arise, and provide guidance consistent with FAA policy.

#### ***A General Request***

Review general requests as they are received. Use your knowledge and experience as a Counselor to determine what action is to be taken. When in doubt, consult your SPM for further guidance. Notify the person making the request of the recommended course of action.

#### ***A Request for Further Education***

As a Counselor, you may be asked for information regarding continuing education programs related to aviation. Some examples include FAA safety seminars, industry sponsored seminars, FAA awards programs, and courses available through local colleges and universities. ASC's should ensure that they receive a current list of activities and sources from the SPM and keep it on file.

#### ***Safety Concerns Regarding Potential Aviation Hazards***

Typical concerns include hazards that could affect aircraft operations on or off the airport, for example: missing or confusing airport markings, unmarked or unreported equipment or construction near the airport, unlit or unpainted obstructions, and unsafe fueling practices. These con-

cerns must be dealt with on an individual basis. ASC's should use their best judgement in addressing the situation and, if necessary, report the hazard to the appropriate authority. You are encouraged to monitor the situation and ensure that it is resolved. Chapter 6 contains more details regarding hazards.

#### ***Promoting New Ideas***

Within the aviation community, there exist many talented people who might approach you with "great ideas." Absorb them all; share them with your SPM and other Counselors. One idea can be connected to the ideas of other people and before long something unique and effective is born.

#### ***Formal Complaints***

When someone insists on making an official complaint, instruct the individual to contact the appropriate authority directly. For example, the authority may be the FAA, an FBO or the airport manager. Remember, counselors do not have the authority to act on behalf of the FAA.

#### ***Handling a Concern Regarding the FAA***

When someone approaches you with a concern regarding the FAA, listen carefully, ask questions, and get as much information as possible, including the individual's name and telephone number. You may protect the individual's identity.

Explain to the individual that you will contact the SPM who will determine the proper course of action. Tell the individual that they will receive a



response from either the SPM or yourself.

As a Counselor, you should not involve yourself on behalf of the individual. Avoid making any comments that may be misinterpreted. Make it clear that you as an ASC, do not have direct influence on FAA decision making.

If the individual is not satisfied by the proposed course of action, you may recommend they call the FSDO directly, or one of the FAA "hotline" telephone numbers available to the public.

### ***An Individual Reluctant to Approach the FAA***

You may be approached by individuals who are reluctant to contact the FAA directly. The first step you should take is to determine how best to respond to the individual. Questions within the scope of your knowledge can be answered directly. You can also direct the inquirer to a fellow counselor with the necessary expertise or you can contact the appropriate FAA personnel and relay the answer. In a legal matter, suggest that the individual seek legal counsel.



## CHAPTER 5

### PROGRAM ACTIVITY

ASP presentations provide a valuable service to the aviation community. They provide updated information on such subjects as changing regulations, new flight or maintenance procedures, and aviation safety issues.

A major responsibility for the ASC is to plan and conduct ASP seminars and assist the SPM and other counselors with seminars. ASC's should coordinate their programs with the SPM to ensure that all aspects of the seminar, including the subject matter and speakers, are appropriate.

The seminars you present are an important component of the Pilot Proficiency Award Program (Wings Program). Other award programs that should be supported include:

- Aviation Maintenance Technician Awards Program (AC 65-25) (Notice 1200.12)
- Charles Taylor Master Mechanic Award (FAA Order 8000.76) (AC 65-26)
- Certificated Flight Instructor and Aviation Maintenance Technician of the Year Awards
- Aviation Safety Counselor of the Year Awards Program

**Planning and Preparing a Presentation.** When planning presentations, the ASC should consider program content as related to the audience, program length, location, and the need for supplemental materials.

**Program Content.** Plan safety seminars and programs so that well-qualified speakers present subject matter of interest to the audience. Be

careful when addressing multiple subjects in the same program, that each subject and program format is relevant to the particular audience. Coordinate program segments to present a unified whole. Combine audiovisuals, speakers representing different perspectives, audience interactions, and supporting printed material to make the program dynamic and convey the intended message.

**Program Length.** Excessively long programs are often unproductive. Specify time limits for each speaker or program segment and allow time for questions and comments from the audience. Plan ample time for breaks. Ensure that sufficient time is allowed to re-configure audiovisual aids between speakers or program segments. Be certain that each speaker understands the amount of time allowed. Anticipate the need for audiovisual equipment to meet the speakers requirements. Review speakers audiovisual material to ensure appropriate content and length.

**Supplemental Audiovisual Aids.** The FSDO has tapes and handout materials available for use by ASC's in support of safety programs. You can duplicate FAA-produced material as needed. The FAA also makes available copyrighted materials that may be used, but not duplicated.

You may choose a topic for which there are inadequate accompanying audiovisual aids. If possible, plan to develop the materials you need to augment the program. Coordinate the additional materials required with the SPM. You might also consider a sponsor to underwrite the development costs.

**Community Involvement.** Every effort should be made to enlist the support of the entire aviation



community. Fixed base operators, airport managers, flying clubs, flight instructors organizations, vocational schools, airport committees, and aviation support groups should be encouraged to sponsor and participate in safety seminars and events.

*Selecting the Meeting Place for a Presentation.* Physical surroundings can contribute to or detract from the success of a meeting.

(1) The room should be large enough to accommodate the anticipated number of attendees. If the room is too large for the number of people attending, arrange the seating in a cluster. Ensure an adequate supply of chairs is available and arrange to have them set up.

(2) Uncomfortable conditions can detract from the program. Adequate heating, cooling, and lighting should be considered. The use of hangars for safety seminars encourages people at airports to attend; however, it may be impossible to control noise created by arriving and departing aircraft. It may also be impossible to exclude daylight in a hangar without creating stifling conditions. This can be critical if use of audiovisual aids is planned for a daytime seminar.

(3) There should be adequate parking space. If attendees will need to make any special arrangements to access parking, that information should be noted in the program flyer. Make sure to

arrange transportation for fly-in attendees and include this information in the program flyer as well.

(4) Consider the number and location of restrooms, especially when snacks and beverages are to be served. Be aware of the special needs of individuals who are physically challenged and make arrangements to accommodate them. Ask your SPM for guidance if necessary.

(5) Try to obtain free space from schools, libraries, airport operators, and other organizations, if suitable facilities are available. If a rental charge is to be paid, assure that the sponsor has made arrangements for the payment of fees.

*Reporting.* The activities of ASC's are tracked and reported to FAA Headquarters on a quarterly basis. On the basis of information you provide, we are able to determine the effectiveness of the ASP Prevention Program. As a result, it is imperative that ASC's submit the "Aviation Safety Counselor Activity Report", quarterly to the District Office's SPM.

It is imperative that we document and report our accomplishments and resource expenditures. The Flight Standards Program Tracking and Reporting System (PTRS) is the vehicle used for that documentation. Your SPM will provide copies of a ASC Activity Report form and instructions on how to report your monthly activities.



## CHAPTER 6

### AIRPORT ACTIVITY

#### ROLE OF THE AVIATION SAFETY COUNSELOR

The ASC can play a significant role in helping to maintain a safe operating environment by facilitating positive working relationships between airport personnel, airport users, the FAA and the local community at large. Specific airport activities include:

- Counseling pilots on local flying conditions
- Counseling maintenance personnel on matters pertaining to their specific operations
- Presenting safety seminars on topics of local interest
- Providing a calendar of local events and list of local aviation resources
- Assisting in organizing airport support groups
- Identifying and reporting safety hazards

Although we learn to fly according to standard procedures, each airport along with its surrounding area, has unique features. Before flying to a new airport or over unfamiliar territory, such as mountainous terrain or desert, it is advisable for transient pilots to consult with a local counselor. Local counselors will be familiar with desirable routes, typical wind and weather conditions, noise abatement procedures and nearby emergency landing areas. They can also offer advice on the type of survival equipment appropriate for the area.

Likewise, each aircraft maintenance operation is unique. Counselors can assist by identifying and bringing to the attention of maintenance personnel, potentially unsafe conditions you may observe in the shop, hangar, or ramp area.

The counselor should consider planning regularly scheduled safety seminars on local issues including typical weather conditions and airport opera-

tions, such as noise abatement procedures, special flight pattern considerations, ground movement procedures, fueling practices and airspace considerations.

Counselors should provide a listing of events and activities of interest to the local airport community with dates, times, locations and contact persons. Post the calendar in locations normally accessible to interested parties. Maintain a list of resources who are available for reference on specific topics. For example, the list might include a maintenance technician willing to explain how to trouble-shoot engine problems, or a meteorologist knowledgeable about the area's micro-climate.

The counselor can work with airport operators to establish airport support groups. Airport support groups are helpful in dealing with a broad range of issues and acting as liaison between the airport and the public. It is particularly important to establish a rapport with the airport's closest neighbors. Typical activities of the support group may include providing a newsletter, establishing an airport safety committee and promoting general aviation's contribution to the community. The most effective support groups include individuals representing the interests and concerns of the general public as well as the aviation community.

While some hazards develop overnight, others develop over time, and are often overlooked.

Counselors should be alert and able to recognize hazards which might affect safe airport operations.

General categories of airport hazards include:

- Those resulting from weather conditions, such as snow, ice, and slush on or adjacent to runways, taxiways, and aprons or high



density altitude

- Hazards created by erosion, broken or damaged surfaces in the approach, takeoff, taxi, and apron areas
- Damaged or missing airport lighting, markings or take-off and landing aids
- Obstacles in approach, takeoff, taxi, and apron areas
- Potential construction hazards
- Potential breaches of airport security
- Bird and other animals on or near the airport
- Unsafe fueling operations

During winter it is especially important to keep airport operational surfaces clear of objects, so that snow removal equipment can operate safely. Snow removal should not create a berm at the threshold or the end of the runway. The height of snow banks and drifts next to the runway and taxiways should be limited to allow proper clearance for aircraft wing tips, engines, and propellers. Lights and signs should be clear of snow or other debris.

Pavement edges should not have excessive drop-offs. Shoulders should not have eroded areas or washouts which could eventually affect the integrity of the operational surfaces. Ruts, cracks or holes should not be large enough to cause directional control problems for aircraft. Surfaces should be free of bumps, low spots, or areas of deterioration which could cause damage to an aircraft. Surface areas should be free of debris which could cause foreign object damage to aircraft or engines. Vegetation growth should not be allowed to deteriorate pavement or impede drainage of the surface areas which could lead to

ponding.

All markings and signs should be correctly color coded. Pavement markings and signs should be easy to read, exhibiting minimum peeling, blistering, chipping, or fading. Reminder signs such as, "USE YOUR CHECKLIST," or "ELEVATION 102" are excellent additions to any runup area, and should be recommended if non-existent.

Lights should not be damaged, missing or burned out. They should not be obscured by vegetation or deposits of foreign material. Soil erosion should not be allowed to expose the base of lighting fixtures. Radio controlled lighting should function as described in the Airport Facility Directory. The airport rotating beacon should be clearly visible and working properly.

The segmented circle should be clear of vegetation and visible from the air. The wind and landing direction indicators should function properly and be easily seen. If lighted, all lights should be operational. Other take-off and landing aids, such as VASI's and automatic weather reporting devices, should be in proper working condition.

Trees growing over a period of time may penetrate the obstacle clearance plane. Tall cranes being used at construction sites on the airport as well as sites in the immediate area surrounding the airport should be properly marked and lighted. At those airports where hay is cut and bailed, the bails should be removed from the runway safety area as soon as practical so as not to constitute a fire hazard.

Construction next to aircraft movement areas should be identified with conspicuous marking, lighting and excavations should be properly barricaded. Construction equipment, farm implements or airport maintenance equipment not in use should be marked, lighted and parked well clear of the runway safety areas. Material and con-



struction items should be properly stockpiled to prevent them from being moved by wind or prop-stream into aircraft operational areas, and should be placed well clear of the runway safety areas.

Fences and limited-access gates should be in good repair. Signs and notices should be placed to discourage individuals from walking or driving unauthorized vehicles onto the aircraft operational areas.

ASC's should be alert for the presence of animals on the airport and birds in the vicinity of the airport and report any activity to the airport manager.

"NO SMOKING" signs should be posted in the immediate area. Fueling areas should be clean and free of debris. There should be no apparent

fuel leaks or spills. Pumps should be placarded for proper octane and/or fuel grade. Grounding means, with components in good condition, should be provided for all refueling operations. Fire extinguishers should be readily available at the fueling pumps. Fuel trucks should be parked well clear of the aircraft movement area.

The counselor should approach the appropriate airport authority regarding safety problems that may arise. In situations where a counselor is unable to identify the responsible person or agency in charge of the airport, the report should be made to the SPM; or, in urgent situations, the FAA's Airports Division, if the SPM is not available. It is important for the success of the Counselor program to report your activities as requested by the SPM.





## CHAPTER 7

### AVIATION SAFETY EDUCATION

ASC education consists of several forms: counseling, assisting with or conducting safety seminars, conducting remedial flight training, being a local source of information and safety materials.

Since one of the primary functions of an ASC is to "counsel," this is probably the most common form of education conducted.

One of the first things an ASC must do before beginning the counseling process, is to become familiar with the pertinent FAR. If there are any questions about FAR interpretation, your SPM can usually answer them.

Counseling is not limited to remedial action; it can also be useful in providing advice, information or guidance at any time. Examples include: briefing a transient pilot about local traffic procedures, explaining some facet of new avionics equipment, or an aircraft airworthiness requirement.

If you observe an occurrence that appears to be unsafe, you may discuss it with the person involved. The best way to approach a person is to display a genuine concern for their well being. Identify yourself as an FAA ASC and explain that your job as a volunteer is to discuss safety issues with persons who have experienced problems and make recommendations on how to avoid situations that could lead to more serious consequences. Your manner should be helpful and non-threatening to the person being counseled. An effective approach to counseling is to just ask what happened and then listen. Often the explanation identifies the problem. Counseling does not have to be formal or complicated to be effective. In most situations the simpler the explanation, the easier it is to understand. If the person does not appreciate your assistance, do not

become confrontational; contact your SPM and explain what happened. If there is a question as to whether the issue goes beyond counseling, the SPM should be notified, especially if intentional wrongdoing is suspected or known.

Counselors also provide education by assisting with aviation safety education seminars. Hundreds of these meetings are scheduled each year by the SPM's and are well attended. The ASC's role can range from coordinating the entire meeting to being available to distribute "WINGS" cards. Appendices A-J describe the seminar program in detail.

Sometimes counselors are called upon to provide remedial flight training. Only certificated flight instructors are authorized to provide this service. If you are not a certificated flight instructor, you may recommend someone who is, possibly another counselor. (Such remedial training should not be confused with that required by FAA regulatory action.)

Remedial flight training may be appropriate when a pilot exhibits potentially unsafe practices in the operation of aircraft. Sometimes counseling alone is unlikely to correct these practices, but a little additional dual flight time can make a big difference. Some examples of unsafe practices include: habitual improper pattern flying including exaggerated maneuvers and extended downwind legs, excessive taxiing speed, improper leaning procedures and low altitude maneuvering.

Counselors are looked upon by the aviation public as a source of information and expertise on aviation safety matters. Keeping up to date lists of resources is an important component of the counselor's role as a safety expert.



## CHAPTER 8

### PUBLIC EDUCATION

Education is the process of imparting knowledge or skills.

#### *Methods*

(1) One of the basic tools used to transmit information is lecturing. A speaker well-versed in his subject can acquaint an audience with the necessary information, so that they can react in a positive manner. It is important that the speaker identifies the problem adequately and addresses it in a language understandable to the audience attending the lecture.

(2) Another method used to educate a specific population is to have (or) hold discussions. The old adage of "there are many sides to a story" holds true and the audience will often accept a determination more readily when they have contributed to the final solution. This method can be used for complex issues requiring a broader approach to the problem at hand.

Do you want to hear all sides of a story? Just start a debate, discussing opposing viewpoints of a given subject. A good debate will clearly define the scope of a problem and produce possible alternatives to its resolution. Debates add to the learning process by revealing conflicting approaches to singular or multiple questions or situations.

These suggestions are predicated upon known reactions to verbal interaction and behavior. Language has been the keystone of the learning process, thus learning has been focused upon the utility of speech. Another method for imparting learning is dependent upon the non-verbal senses. Have you ever been advised to "try it" to solve a particular task? Execution by trial and error is a useful avenue to the learning process. Watching other people solve common problems, or trying it

out for yourself is an educational experience. All these aspects of attempting and emulating are facets of education by performance. Learning by manual or visual methods is one of the best methodologies when language or socio-cultural difficulties are pre-eminent in the learning procedures.

(3) The ASC can organize and contribute to workshops, seminars and special programs dedicated to Aviation Safety.

Support should be directed toward sustaining and contributing to the Pilot Proficiency Award Program (Wings), and the Pilot and Aircraft Courtesy Evaluation (PACE) program formats.

Counselors should maintain an up-to-date roster of knowledgeable guest speakers so they can provide lecturers for civic or fraternal gatherings such as the Rotarians, Kiwanis, Elks, and other interest groups to explain safety concepts.

ASC's can interact with other organizations such as; Aviation Manufacturers Representatives, The Civil Air Patrol program, and other civic groups to further specify knowledge of aviation interests.

The ASP is a natural asset to colleges, high schools, and other educational institutions in the presentation of safety aspects when introduced into the schools curriculum.

It is suggested that counselors interact with the SPM in the production of flight clinics or workshops.

As ASC's we must realize that education and enlightenment will contribute to the general public's acceptance of aviation activities in general and to the ASP specifically.



## CHAPTER 9

### PUBLIC RELATIONS

Public relations is the art of obtaining public support of issues pertaining to airport and flight operations, as they affect the adjoining community.

The public should know about the ASP and services provided by local counselors. Information about the program should be disseminated through the various public media.

We must educate the public toward a realization and understanding of the importance of aviation's contribution to the transportation needs and economy of the community. We must also provide timely responses to public inquiries regarding aviation and airport safety. With the many advances in aviation safety and their value to the enhancement of a safer operating environment, the counselor has adequate information to respond to most public inquiries.

The primary method for the dissemination of worthwhile information is to utilize the public media. Television networks and their affiliates, the newspapers, magazines, radio stations and other news organizations will publish articles that are timely and newsworthy. The SPM should retain a listing of all news agencies within the FSDO area. The SPM, or counselors with the concurrence of the SPM, should distribute news releases to the various media within a reasonable time before the event occurs, to assure proper public notification.

As an ASC, you may be called upon by the media to answer questions. Any questions regarding safety or FAA policy issues must be directed to the local FAA Office of Public Affairs. Remember you cannot express an opinion as an official representative of the FAA.

ASC's should be available to Airport Managers and their staff to promote a cooperative working

climate. This interaction will enhance the successful establishment of a safer airport environment.

An ASC is a knowledgeable person the airport staff can call on in the case of an inquiry pertaining to aviation safety.

Many of the FSDO's have community, state or national parks or reserves and conservancies within their geographical area. It would be advantageous to contact the superintendents and supervisors of such areas and make them aware of your role as an ASC. As such, you can act as liaison between the aviation public and the community agency.

The ASC can be a resource person to schools and institutions that have aviation related subjects in their curriculum. With your knowledge as a proponent of aviation safety, you can enhance the students' understanding of aviation safety. Another excellent way to foster good public relations is to become associated with service and youth organizations such as Boy Scouts, Girl Scouts, 4H Clubs, Civil Air Patrol, Sea Scouts, and Jr. ROTC.

By participating in local gatherings, meetings and town hall sessions, the counselor can educate the public on aviation topics. Public concerns such as flight patterns and noise abatement procedures can be addressed. If people are informed about such matters they may be more amenable to a common solution. The counselor should maintain a list of competent and versatile speakers to address various groups' interests. This list should first be coordinated with the SPM and shared with other counselors when required.

ASC's should make an effort to acquaint local and



state officials with the FAA's ASP. For example, to create a good public image with the various law enforcement agencies; the ASC's should acquaint their local Police Departments with the objectives of the ASP.

Remember, we are perceived in the way others see us. If we maintain an effective and diligent program, then we have served our purpose. It requires that individual counselors exert their best effort toward making the ASP a success.



## CHAPTER 10

### FAA LIAISON

The role of the counselor should be one of service to the aviation community as well as a supporter of the FAA Safety Programs. The counselor can identify and resolve potential safety problems by communicating directly with individuals before these issues become incidents or accidents. The counselor's role should not be one of enforcement or policing the flying public. If the individual is unwilling to listen to the counselor, then the Aviation SPM should be notified.

The Safety Program Manager should explain the purpose of the Counselor Program at aviation safety seminars. A list of counselors can be disseminated at seminars so that local pilots and other interested persons know whom to contact if they have a question or comment regarding aviation safety.

The SPM will contact each counselor as often as necessary to keep them up to date on current activities. The SPM should distribute to the counselors a list of FSDO personnel and their responsibilities.

The SPM should provide a list of counselors to all inspectors and office administrative personnel as well as all air traffic control (ATC) facilities in your district. This can be very helpful when a tower or flight service station provides a Flight Assist to a lost pilot or encounters a pilot who is having difficulty operating within the ATC system. ATC can contact a local counselor to speak to the pilot to correct any misunderstandings or to solicit information so that other pilots may benefit from their situation.

ATC will also benefit from a liaison with local counselors when they conduct an Operation Raincheck or similar program. Pilots are invited

to visit centers, towers, and flight service stations. Counselors can be introduced to the flying community at these events as information resources regarding flight operations in controlled airspace. Counselors can further assist ATC by offering to participate in the "Fly-a-Controller Program." This enables controllers and flight service specialists to see what flight operations look like from the pilot's perspective.

The SPM can take a proactive approach by encouraging interaction between counselors and FAA personnel. One example would be to invite air traffic controllers, aviation safety inspectors, and flight service specialists to counselor training workshops. Another example would be to have a dinner at a local restaurant before a seminar enabling counselors and FAA personnel to meet on an informal basis. Counselors should be encouraged to discuss their observations with FAA personnel.

ASC's are the eyes and ears of the FAA at the grass roots level. Counselors should be trained to identify and recognize airport safety hazards and to report them to the appropriate authorities.

Counselors include Flight Instructors, Designated Pilot Examiners, and Aviation Maintenance Technicians who deal with the certification of pilots and aircraft. They are encouraged to review any Notice of Proposed Rulemaking that would affect their areas of expertise and provide comments regarding regulatory proposals based upon their experience.

ASC's can spread the word about aviation safety in the academic community. The SPM can assist counselors by obtaining quantities of handouts for students and teachers at elementary, secondary



schools and colleges or universities. For example the FAA publishes a Teachers Guide to Aviation Education for Grades 2-6 (APA-6-153-91). There is also an excellent Aviation Career Series for those counselors who speak at high school and college Career Fairs.

Any counselor with a computer and a modem can access Federal government on-line information systems. The SPM can provide you with telephone numbers and communications addresses as required.

## FEDIX

FEDIX, the Federal Information Exchange, Inc., which is the information link between the Federal Government and academia. Some of the topics on the FAA menu are as follows:

1. FAA Agency Overview
2. FAA News for Educators
3. Elementary School Programs (K-6)
4. Secondary School Programs

5. College/University Programs
6. FAA Resource Centers
7. Regional & State Programs
8. Aviation Industry Programs

Any microcomputer or dumb terminal with communications software and a modem operating at 1200, 2400, and 9600 baud, or any computer that has access to the Internet can connect to the system.

Internet Address: The telnet address is "fedix.fie.com" or "192.111.228.33"

Data Lines:

(301)-258-0953 Washington Metro Area  
(800)-783-3349 Toll free

MODEM Setup:

8 Databits, No Parity, 1 Stopbit

Free User Guides are available by contacting (301)975-0103.



## APPENDIX A

### FAA AVIATION SAFETY PROGRAM

#### Organizational and Planning Guide

##### WHO DOES WHAT AND HOW

- Individual and Joint Responsibilities of the Sponsor and the SPM:
- Checklists and Recommendations for:
  - Site Selection
  - Personnel
  - Equipment Arrangements
  - Transportation Services
  - Refreshments
  - Door Prizes

Hosting a Seminar or Clinic for the FAA Aviation Safety Program requires some organization and planning. The objective, of course, is to produce an interesting and informative session that pilots, airworthiness technicians or mechanics will enjoy and benefit from. This section contains checklists and recommendations designed to make your job as easy as possible. If you are conducting an event in conjunction with others, you may want to assign specific tasks to each co-sponsor to simplify the effort.

Cooperation and communication are the keys in developing a successful seminar or clinic. Close contact and cooperation between the ASC and the local FAA SPM are vital. Establish contact as early as possible and keep in touch with each other.

One of the best ways to organize and plan an FAA Safety Meeting for maximum impact on your local aviation community is to co-sponsor the project with the other FBO's in your area. Although the

sponsor and the SPM each has specific responsibilities in arranging a seminar or clinic, much can be gained through an open exchange of ideas and suggestions. For example, while you are responsible for site selection, the SPM may have some suggestions and experience that can be of value. You may have ideas the SPM would welcome regarding guest speakers or topics of particular interest to pilots in your area.

The ASC's can become involved in safety seminar planning by helping with choosing sites, personnel, equipment arrangements, transportation services, refreshments, and door prizes, each of which is covered in detail later in this section:

The SPM will arrange and conduct the seminar/clinic as reviewed in Section III of this handbook. Specifically, he or she is responsible for:

- Development of the program and selecting topics
- Selecting speakers
- Providing printed safety materials
- Conducting the program

The ASC and SPM may work together in:

- Deciding what kind of program to have—a week-night seminar, an all-day clinic, etc.
- Promoting and publicizing the event locally through direct mail, posters, newspaper advertisements and articles, and radio or TV public service announcements.
- Distributing and collecting WINGS entry cards and forwarding them to the FAA FSDO

Remember that the program you sponsor is a public service for the pilots and mechanics in your



area. It is not a commercial venture, and you are limited to non-commercial remarks and messages. You may however:

- Make product literature available. (You may have it displayed on a conveniently located table, but you may not actively distribute it.)
- Display aircraft and other equipment and have sales personnel available to answer questions. Salespersons may not actively sell to participants at a seminar.)
- Comment in general terms about the safety advances made in recent years regarding general aviation aircraft. (You may not use a seminar to make a sales pitch.)

The SPM will be able to offer more specific guidelines on what is and is not permissible along commercial lines.

In selecting a site for an Aviation Safety Program Seminar or Clinic, you must consider a variety of factors in evaluating the relative suitability of one location over another.

One of the first things to do in selecting a site is to estimate the audience size. Your own knowledge of the local aviation community, educated guesses from other FBO's who are co-sponsoring the event, and the experiences of the SPM with whom you work are probably the best guidelines for estimating the audience.

No matter how much planning and preparation is done to make the content of a safety program interesting and informative, its success depends to a large extent on selecting a satisfactory site. Personal comfort is a necessary ingredient for developing a good learning environment and for encouraging people to return for later programs.

You may consider such possibilities as airport hangars, lounges and restaurants; school and factory auditoriums and cafeterias; hotel and motel convention space and meeting rooms, and halls of local fraternal lodges and civic groups.

Experience in hosting safety seminars and clinics has shown that virtually every possible site has both good and bad points. For example, airport hangars may be inexpensive to use and easy to find. Unfortunately, they often are too hot or too cold, do not have adequate restroom facilities, and may be unsatisfactory because of outside noise and internal acoustics. On the other hand, a hotel or motel meeting room may be comfortable and have good audio-visual capabilities, but it may be too expensive or unavailable on the day you want to use it.

Selecting a suitable site for a safety meeting simply requires time devoted to review alternatives and evaluate advantages and disadvantages. Plan well and evaluate a variety of locations to come up with the site best suited to your needs.





## APPENDIX B

### FAA AVIATION SAFETY PROGRAM

#### Organizational and Planning Guide

##### MEETING SITE EVALUATION

###### Sites

On-airport\_\_\_\_\_Off-airport\_\_\_\_\_

###### 1. Ease of Access

- A. Does it have adequate parking?
- B. Is it centrally located for the anticipated audience?
- C. Is it easy to find for those unfamiliar with the area?

###### 2. Site Suitability

- A. Is the room big enough for the anticipated audience?
- B. Is the room available when you want it?
- C. Does the site need to be modified or cleaned?
- D. Can temperature be adequately controlled?

E. Does the site have permanent seating or will chairs need to be procured and/or setup?

F. Location of electrical outlets available for audio-visual equipment? Will extension cords be needed?

G. Can speakers be heard over outside noise?

H. Can a screen be setup so everyone can see well?

I. Can the room be darkened adequately to show slides or films?

J. Are the rest rooms adequate and clean?

K. Can you serve refreshments?

###### 3. Costs

A. Is there a rental fee or service charge for the room?

B. What additional costs may be incurred in obtaining chairs, audio-visual aids, other equipment, custodial personnel, etc.?



## APPENDIX C

### FAA AVIATION SAFETY PROGRAM

#### Organizational and Planning Guide

##### MEETING ROOM CHECKLIST

	Date Accomplished	By Whom
( ) Evaluate, select and reserve site for seminar/clinic.	_____	_____
( ) Arrangements made for:		
( ) Parking	_____	_____
( ) Chairs	_____	_____
( ) Speaker's platform	_____	_____
( ) Audio-visual equipment	_____	_____
( ) Other materials	_____	_____
( ) Public address system	_____	_____
( ) Refreshments	_____	_____
( ) Door prizes	_____	_____
( ) Extra help	_____	_____
( ) Transportation	_____	_____
( ) Check the following items on meeting day:		
( ) Meeting room clean and set up for program		_____
( ) Audio-visual equipment, microphone, extension cords, etc., plugged in and working		_____
( ) Restrooms clean, unlocked and lights working.		_____
( ) Table(s) available for distribution of printed materials		_____
( ) Refreshments ready, serving items on hand, trash receptacles available		_____

\_\_\_\_\_



## **APPENDIX D**

### **FAA AVIATION SAFETY PROGRAM**

#### **Organizational and Planning Guide**

##### **EQUIPMENT ARRANGEMENTS**

Most of the equipment needed for a successful Aviation Safety Program Seminar or Clinic will be provided by the FAA SPM who conducts the program. However, some additional equipment may be desirable. Confer with the SPM on any special needs for the program you are sponsoring.

Each SPM has the following equipment:

- 16 mm sound movie projector
- 35 mm slide projector with synchronizer, programmer and zoom lens
- 35 mm camera with flash and close-up attachments
- Two projector screens
- Dual track tape recorder
- Portable overhead projector
- Barany Chair (vertigo simulator)

- TV/VCR or Projector

Through the Regional SPM each SPM has access to:

- A laptop computer with CD-ROM drive and presentation software
- A Lite-Pro projector with capability to hook up to two computers and two VCR's

Some other equipment that may be needed or desired:

- Speaker's podium with light
- Portable microphone to permit speaker to move about easily
- Blackboard with chalk and eraser
- Extra tables for projectors, tape recorder, printed materials, etc



## EQUIPMENT ARRANGEMENTS CHECKLIST

	Date Accomplished	By Whom
( ) Determine need for equipment other than that supplied SPM	_____	_____
( ) Responsibility for equipment assigned to: _____	_____	_____
( ) Arrangements made for:		
( ) Speaker's podium with light	_____	_____
( ) Carafe and glasses for water or drink.	_____	_____
( ) All public address system components including portable microphone if desired.	_____	_____
( ) Blackboard with chalk and eraser	_____	_____
( ) Extra tables for projectors, tape recorder, printed materials, etc.	_____	_____
( ) Extension cords, extra bulbs, remote control units, and any other audio-visual "extras"	_____	_____
( ) Complete equipment list reviewed by sponsor and SPM	_____	_____
( ) All equipment on hand and setup in meeting room in time for testing before program begins.	_____	_____

\_\_\_\_\_